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ABSTRACT

Developed in West Virginia as part of a statewide effort to improve reading achievement through a competency based staff development program, this inservice instructional packet on recreational reading and personal development is one of five devised to present classroom teachers with the essential competencies and learner outcomes involved in developmental reading. The materials in this packet are designed to provide teachers with a knowledge of recreational reading and personal development skills, practice in assessing recreational reading and personal development in learners, opportunities to develop instructional strategies for recreational reading and personal development, and methods for evaluating teacher performance in providing for learner interests and affective involvement. The packet also contains guidelines for conducting the inservice program; the gestalt, rationale, objectives, and schedule for the program; a self-evaluation record; transparencies on recreational reading and personal development skills; a process discussion on writing competencies and learner outcomes; and an evaluation record for the inservice program. (MAI)

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Interfacing Essential Competencies and Learner Outcomes With Developmental Reading: Program For Improving Reading Achievement

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Recreational Reading And Personal Development: Inservice Mini-Package For Teachers

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West Virginia Dept. of Education
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GUIDELINES FOR CONDUCTING COMPETENCY-BASED INSERVICE

Materials Needed

- Attitude Feedback Forms (AFF)
- Overhead Projector
- Transparencies
- Transparencies (Acetate Sheets)
- Documents:
    - Mini-Packages:

      (Select the one to be used for the inservice program.)

        - Word Recognition: Inservice Mini-Package for Teachers
        - Comprehension: Inservice Mini-Package for Teachers
        - Work and Study Skills: Inservice Mini-Package for Teachers
        - Readiness - Inservice Mini-Package for Teachers
        - Recreational and Personal Development Reading: Inservice Mini-Package for Teachers
    - Indicators of Effective Inservice: Instructional Packages
    - Essential Competencies and Learner Outcomes: K-8, Reading
- No. 2 Pencils
- IBM Answer Sheets
- Postassessment (Posttest)

Steps to Follow in Conducting Workshop

1. Registration and Orientation
    - Registration

      The following information should be secured on a registration form:

Participant's Name _____

Title _____

County/School _____

Date _____

- Orientation
  - Rationale - Read verbatim package rationale and include local rationale and needs assessment data. Explain the importance of the competency-based staff development workshop
  - Objectives - Read verbatim terminal objectives so that participants will know the specific intents of the competency-based staff development workshop
  - Proposed Inservice Schedule -
    - Explain the Proposed Inservice Schedule and timeline (timeline altered to meet local needs)
    - Explain the Table of Contents
      - Gestalt of Package
      - Introduction
      - Rationale
      - Terminal Objectives and Enabling Objectives
      - Preassessment (Pretest)
      - Attitude Feedback Form
      - Self-Evaluation Record
      - Evaluation - Objective Mastery Chart
      - Appendixes
      - Indicators of Effective Inservice: Instructional Packages

II. Preassessment (Pretest)

- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets
- Use "Directions for Completing the Machine-Scorable Answer Sheets"
- Return completed Machine-Scorable Answer Sheet to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

III. Self-Evaluation Record and Evaluation - Objective Mastery Chart

- Explain the use of the Self-Evaluation Record by the workshop participant
- Explain the use of the Evaluation - Objective Mastery Chart by the workshop leader and the small group leaders

IV. Attitude Feedback Form

- Explain the use of the Attitude Feedback Form
- Collect and compile data from Attitude Feedback Forms
- Present synopsis of data if you desire to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

V. Instruction

- Follow package as designed
- Use large group, small group, and independent study techniques as called for in the package

VI. Postassessment (Posttest)

- Request copies of postassessments (posttests) from Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305
- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets

- Use "Directions for Completing the Machine-Scorable Answer Sheets"

- Return completed Machine-Scorable Answer Sheets to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VII. Additional Material Needs or Clarification

- Contact Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VIII. Consultant Services or Technical Assistance

- Contact:

    - State Education Agency

        - Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

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West Virginia Department of Education
Bureau of Learning Systems
Division of Instructional Learning Systems

A Program for Improving Reading Achievement

DIRECTIONS FOR COMPLETING THE MACHINE-SCORABLE ANSWER SHEETS: MINI-PACKAGES

PART I: (Sheet Vertical) (use a No. 2 pencil)

In the upper left block for fill-in information:

1. Under "School or Organization" write in the name of your school.
2. Under "Name of Test" write in the name of the mini-package (e.g., Comprehension) followed by a dash and one of the following words as instructed by the session leader--"Pretest" or "Posttest" or "Indicators."
3. Under "Date of Test" write in the present month, day, and year.
4. Leave "Grade and Section" blank.

PART II: (Sheet Horizontal)

1. Write in the name of your county in the boxes under "Last Name"; next, darken the correct "oval" under each letter of the county name.
2. In the box and column for your first initial, write in the code letter for the mini-package as per the codification key below. Next, darken the correct "oval" under the code letter you wrote in.

Mini-Package	Code Letter
Comprehension	C
Recreational Reading and Personal Development	P
Readiness	R
Work and Study Skills	S
Word Recognition	W

Directions for Completing the Machine-Scorable Answer Sheets: Mini-Packages (continued)

3. In the box at the top of the "Second Initial" column, write in "M" if you are a male or write in "F" if you are a female. Next, darken the "oval" under either "M" or "F."

PART III: (Sheet Horizontal)

In the "Student Number" section:

1. In the first number column, write in the correct number according to the following code:

   0 = Pretest (A)
   1 = Posttest (B)
   2 = Indicators of Effective Inservice: Instructional Packages (IEIIP) (Evaluation of the actual mini-package utilized by the participant in the inservice)
   3
   ↓ (May be assigned later)
   9

2. In the next two columns (the second and third) write in your correct age in years.

3. In the next two columns (the fourth and fifth) write in your two digit session code which your session leader will give to you. It is _____.

4. In the last four boxes (the sixth through ninth) write in your last four social security numbers or any other random set of four numbers, such as your house street number or the last four digits of your telephone number. Pick a set of four numbers that you will remember easily for other data collection devices.

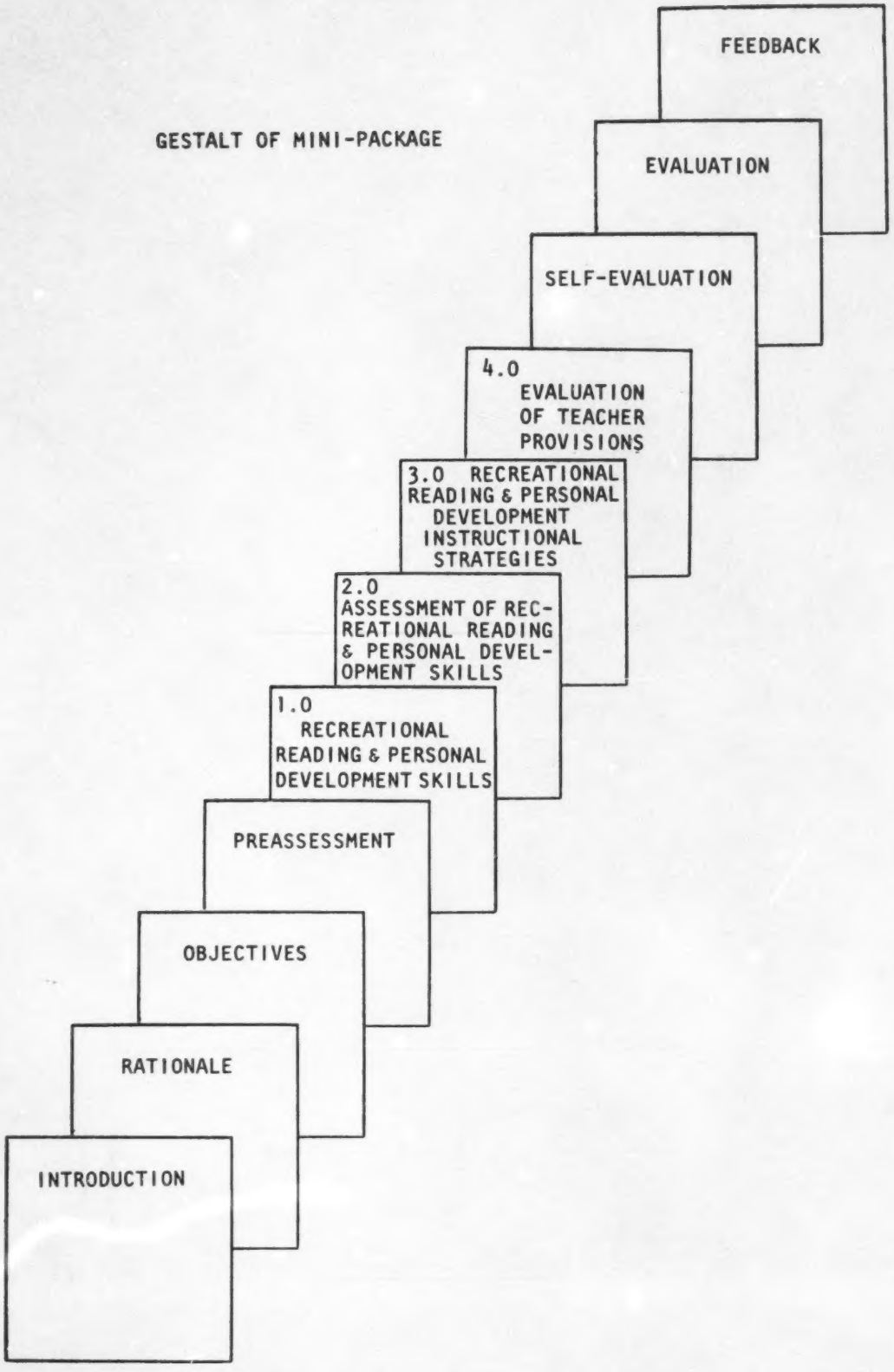
5. Last, darken in the correct "ovals" under each number in this section. Every column should have a number in it; there are no blanks.

PART IV: (Sheet Vertical)

1. Read the "Marking Instructions" section (in the square).

2. Fill in the numbered items with your responses.

GESTALT OF MINI-PACKAGE



RECREATIONAL READING AND PERSONAL DEVELOPMENT: INSERVICE MINI-PACKAGE FOR TEACHERS

Introduction

The West Virginia Board of Education and the West Virginia Department of Education believe the primary purpose of education is the improvement of students' knowledge, attitudes and skills. In February 1975, after a systematic and extensive statewide survey of citizens of West Virginia, the West Virginia Board of Education and the West Virginia Department of Education established seventeen learner goals in four priority levels and formally adopted these goals as the Educational Goals for West Virginia.

Priority Level I of the Educational Goals for West Virginia has one goal:

> "Each individual shall acquire mastery of the skills needed for reading, writing, speaking, perceiving and using numbers."

This priority Level I goal gave impetus to the development of a comprehensive program for improving reading achievement. This major thrust was initiated through the Bureau of Learning Systems and the Division of Instructional Learning Systems.

On June 27, 1975, the State Superintendent of Schools commissioned the Reading Achievement Task Force to produce recommendations for the establishment of a state plan for improving reading achievement. After extensive data collection and data analysis, the Task Force presented the Report of the Reading Achievement Task Force to the State Superintendent of Schools.

On November 14, 1975, the State Board of Education adopted a resolution establishing the teaching of reading and the other communication skills as the highest curricular and instructional priority in the schools. As of December 12, 1975, the State Board adopted A Program for Improving Reading Achievement (PIRA) as the objective process-based model for improving reading achievement. This comprehensive plan (PIRA) is the result of the substantive commitment of the West Virginia Board of Education, West Virginia Department of Education, county boards of education, county education agencies, regional education service agencies, institutions of higher education and classroom teachers.

PIRA outlines five major objectives:

- Establish in West Virginia elementary schools the priority of teaching reading and the other basic communication skills.
- Develop procedures which will insure implementation of teaching practices that will concentrate on reading and the other basic communication skills.
- Provide educational programs which may be utilized by the parent-community for the purpose of becoming knowledgeable regarding the development of reading skills in children.

- Revise standards for training and certifying K-8 personnel.

- Facilitate, coordinate and disseminate assessment, evaluation, and research related to reading achievement in West Virginia.

By resolution, the West Virginia Board of Education and most counties in the State have demonstrated commitment to the five major objectives of PIRA by naming reading as the highest curricular and instructional priority. The West Virginia Department of Education is presently implementing PIRA with Right-to-Read funds and existing resources within the Division of Instructional Learning Systems, Bureau of Learning Systems.

This inservice instructional package, Recreational Reading and Personal Development: Inservice Mini-Package for Teachers, is one of a series of competency-based staff development packages which is designed to raise the competency level of the county reading administrators, principals, and teachers and to help learners meet the challenges of learning to read.

It is believed that these materials will contribute to the improvement of reading achievement in West Virginia.

Joseph C. Basile, II
Director
Division of Instructional
Learning Systems

RATIONALE

This competency-based inservice mini-package in recreational reading and personal development is the fifth in a series of five mini-packages which are based upon the Instructional Learning Systems Model developed by the Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education. This recreational reading and personal development package is designed to present teachers with the essential competencies and learner outcomes involved in the developmental reading program. Specifically:

1. To provide a knowledge of recreational reading and personal development skills.
2. To assess recreational reading and personal development skill development in learners.
3. To develop instructional strategies for recreational reading and personal development.
4. To evaluate teacher provisions for recreational reading and personal development.

The prerequisites for this mini-package include:

1. A knowledge of the reading process and the relationship of recreational reading and personal development to it.
2. A belief that student feelings and attitudes are important aspects to be considered when planning curriculum and instruction.
3. A belief that affective development varies among learners necessitating the personalization of instruction in terms of their level of affective functioning.

Burmeister (1974) has emphasized the importance of affective involvement of students with the reading curriculum:

> "We may feel that the content we think we must teach is more important than the interests of our students. We may feel that we must cover the syllabus or the textbooks - whether the students like it or not. If we feel this way, we may 'cover the material' even though our students are not listening. If students are not 'plugged in' and willing to receive - willing and perhaps, anxious to respond and react - willing to pursue and value what they are learning, we are failing. In most cases it is we who are doing something wrong and thereby failing both them and society. If they do not receive, they should be elsewhere. If they do not react, they are robots. If they do not value, they do not enjoy, if they do not continue to grow and prosper, they do not love: they are devoted to nothing."

It is believed that the consequence of this mini-package will be evidenced by improved teaching of recreational reading and personal development skills and by increased involvement of learners in demonstrating affective behavior, relating to receiving, responding, valuing, organization and characterization by value.

RECREATIONAL READING AND PERSONAL DEVELOPMENT: INSERVICE MINI-PACKAGE FOR TEACHERS

Terminal Objectives

At the conclusion of this inservice package, the participant will:

1.0 Demonstrate a knowledge of recreational reading and personal development skills.

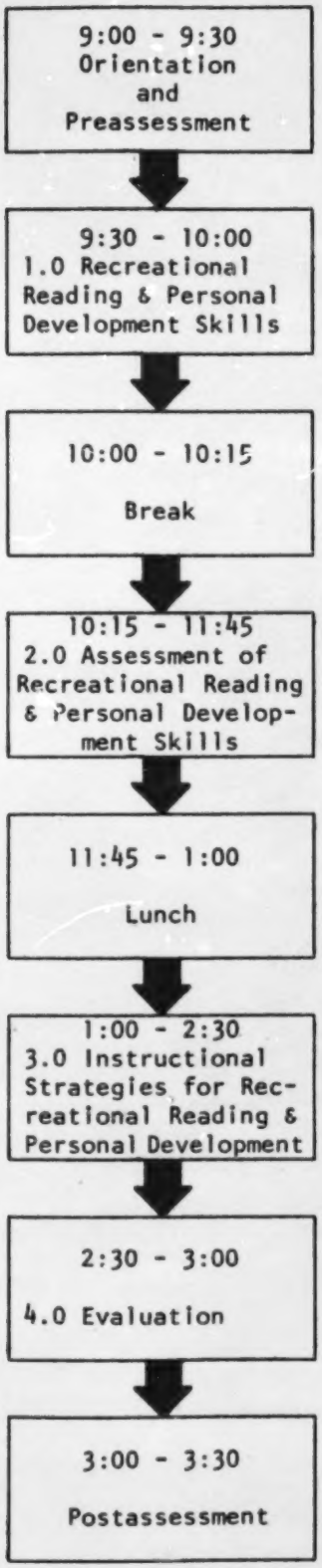
2.0 Synthesize informal test data for recreational reading and personal development at the classroom level.

3.0 Design and perform instructional strategies for recreational reading and personal development.

4.0 Evaluate teacher provisions for learner interests and affective involvement.

Enabling objectives which further define these terminal objectives are listed prior to each section of this inservice mini-package.

PROPOSED INSERVICE SCHEDULE



WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

Preassessment

The following questions are examples of teaching or testing items for recreational reading and personal development. Read the items and select from the responses the skill it represents. Place your response in the blank space at the left.

1.1 ____ If the teacher involves the learners in language experience activities in which learners create unique products, the skill represented is:

a. creative compositions with illustrations
b. reading as a leisure time activity
c. reading product effectiveness
d. aesthetic reading

1.1 ____ If a teacher holds an individualized conference with a learner to share ideas he/she read in a book, the skill represented is:

a. choral reading
b. sharing reading experiences
c. SQ3R study technique
d. comparative endings

1.1 ____ If a teacher has learners make puppets and act out the "Three Little Pigs," which skill is represented by this activity:

a. acronyms
b. phonetic analysis
c. structural analysis
d. dramatization

2.1 ____ The following statement represents what level of the affective domain:

"The learner reads only under the direction of authority."

a. organization
b. receiving
c. responding
d. valuing

2.1 ____ The following statement represents what level of the affective domain:

"The learner is completely devoted to reading as a value."

a. valuing
b. responding
c. organization
d. characterization by a value

Preassessment (continued)

2.1 _____ In developing an informal assessment for the affective domain, the teacher asks the following question: "Does the learner daydream during independent reading?" The subcategory of the affective domain represented is:

a. awareness
b. selective attention
c. willingness to respond
d. willingness to receive

2.1 _____ When the learner exhibits an emotional response to reading, he/she exhibits:

a. organization of a value system
b. preference for a value
c. satisfaction in response
d. conceptualization of a value

2.2 _____ Assessment of learner interest can be obtained through:

a. observation
b. interview
c. questionnaires
d. all of the above

3.1 _____ In developing instructional strategies, which of the following does the EC/LO: K-8 recommend for inclusion in recreational reading and personal development:

a. characterization
b. problem solving
c. sequencing events
d. all of the above

3.1 _____ The EC/LO's for recreational reading and personal development skills can be included in the developmental reading program by:

a. referral to the media specialists
b. developing fine motor skills
c. extending the reading material into other formats
d. following the basal reading program

3.1 _____ An example of a recreational reading and personal development skill which could be performed before a group is:

a. a TV commercial for a story
b. a directed reading lesson
c. an interview with a character from literature
d. both a and c

Preassessment (continued)

4.1 _____ If a teacher were assessing classroom provisions for learner interests and affective involvement, which statement below would be an appropriate item for inclusion on a self-evaluation form:

a. I teach all the comprehension skills to learners.
b. I provide learners with self-selection opportunities in reading.
c. I concentrate upon bibliotherapy as a major strategy for teaching reading skills.
d. Both b and c.

1.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

1.0 Demonstrate a knowledge of recreational reading and personal development skills.

1.1 After studying definitions of recreational reading and personal development skills and examples of school/classroom practices, the participant will identify each skill represented by the practice with 75% mastery.

1.1 DEFINITIONS OF RECREATIONAL READING AND PERSONAL DEVELOPMENT

Directions: Below are definitions of the skills involved in recreational reading and personal development. Prior to your reading the definitions, listen to any comments the inservice leader might wish to give on this area, read the definitions, and complete the exercise which follows.

RECREATIONAL READING - a self-directed reading program under the guidance of the teacher to enhance learning, reading and literature skills and attitudes and understanding.

A. Reading as a Leisure Time Activity - refers to the ability of the child to take the initiative in reading. The reading is self-directed and includes independent reading, the sharing of reading experiences, and variety in reading interests.

B. Dramatizations - ability of the learner to improvise or act out activities to support and enhance his/her own story or a selected reading. Dramatization may take the form of pantomimes, puppetry, rhythms, etc.

C. Choral Reading - refers to the ability of the learner to practice reading texts aloud. Skill developed includes the strengthening of decoding skills, the artful flow of word language patterns and rhythms, and intonation of voice. (Moffett and Wagner, 1976)

D. Aesthetic Reading - ability of the learner to read to clarify values, feelings and attitudes and to develop appreciation.

E. Creative Compositions with Illustrations - ability of the learner to use his knowledge and interpretative skills to create a unique product.

PERSONAL DEVELOPMENT - ability of the learner to use reading to further his/her personal adjustment. (Smith and Dechant, 1961)

A. Expand Knowledge Base - ability of the learner to use reading to gain information by vicarious experiences.

B. Solve Problems - ability of the learner to identify with characters and to directly and/or vicariously experience the problems of other people in order for the learner to make personal adjustment and workable solutions to problems. Skills can include independent reading to solve problems, brainstorming, small talk sessions, show and tell, monologues, panel discussions, etc.

C. Demonstrate Oral Fluency and Expression - ability of the learner to express ideas in spoken language. (Bush and Giles, 1977) Skill can include reading to the teacher and classmates, storytelling, recordings, oral interpretations, etc.

1.1 RECREATIONAL READING AND PERSONAL DEVELOPMENT SKILL SHEET

Directions: Using your EC/LO: K-8 competency guide and the previous definitions, read the following school/classroom practices related to recreational reading and personal development and identify the skill represented by each practice.

School/Classroom Practice	EC/LO - Skill
1. The teacher allows the students a free reading period.	1. _____
2. The students read together orally.	2. _____
3. The student identifies with a character in a story who has a similar life style.	3. _____
4. The student gives an oral report.	4. _____
5. The school is equipped with many reference materials to which students have access.	5. _____
6. The learner artistically illustrates the "Three Little Pigs."	6. _____
7. The learner reads 20 library books on different topics during the year.	7. _____
8. The learners construct puppets and put on a play.	8. _____

To determine the accuracy of your response, check your answers with the recreational reading and personal development feedback sheet on the following page.

1.1 RECREATIONAL READING AND PERSONAL DEVELOPMENT FEEDBACK SHEET

1.	RECREATIONAL READING:	independent reading
2.	RECREATIONAL READING:	choral reading
3.	PERSONAL DEVELOPMENT:	problem solving
4.	PERSONAL DEVELOPMENT:	oral fluency and expression
5.	PERSONAL DEVELOPMENT:	expanding knowledge base
6.	RECREATIONAL READING:	creative composition with illustrations
7.	RECREATIONAL READING:	variety in reading interests
8.	RECREATIONAL READING:	dramatization

You should have answered six out of eight correctly for mastery of this section. If you did not, review the skills where errors occurred.

Turn to the Self-Evaluation Record and check (✓) your performance on objective 1.1.

TERMINAL OBJECTIVE: 1.0

Program for Improving Reading Achievement

Recreational Reading and Personal Development:
Inservice Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

2.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

2.0 Synthesize informal test data for recreational reading and personal development at the classroom level.

2.1 After studying information on the taxonomy for the affective domain, the participant will develop one assessment item for each subcategory to determine the level of learner affectivity toward reading.

2.2 After studying information on assessing learner interests, the participant will develop one interest assessment scheme.

2.1 INFORMAL ASSESSMENT OF THE AFFECTIVE DOMAIN AND READING

In the developmental reading program, much emphasis is placed upon the perceptual and cognitive dimensions of readiness, word recognition, comprehension and work study skills. On the other hand, the affective dimension of reading, which deals with interests, attitudes and values is often ignored. (Smith and Barrett, 1974) This may be due in part to the fact that cognitive activities are easier to analyze than affective responses which emphasize feelings, emotion, and degree of acceptance or rejection. The Krathwohl Taxonomy (1964) can be used as a basis for observing affective behavior.

The five levels of this taxonomy include 1.0 receiving, 2.0 responding, 3.0 valuing, 4.0 organization, and 5.0 characterization by value. An explanation of each level as it relates to reading will be presented by the inservice leader. The material has been adopted from Gronlund (1971), Krathwohl (1974), Darling (1969), Burmeister (1974), and Smith and Barrett (1974). Listen to the inservice leader's explanation, review the material and complete the activity which follows.

1.0 Receiving - refers to the student's willingness to attend.

- 1.1 Awareness - The learner is conscious of the fact that reading exists. He/she will seem to listen and observe but not necessarily respond.
- 1.2 Willingness to receive - The learner is willing to read on occasion.
- 1.3 Selective attention - The learner selects reading topics of interest and exhibits controlled attention.

2.0 Responding - refers to active participation in reading on the part of the learner.

- 2.1 Acquiescence in responding - The learner reads only under the direction of authority.
- 2.2 Willingness to respond - The learner is more inclined to read because he/she has a positive attitude. The learner voluntarily searches out material.
- 2.3 Satisfaction in response - The learner will respond emotionally to reading because he/she finds it pleasurable.

3.0 Valuing - refers to the worth the learner attaches to reading.

- 3.1 Acceptance of a value - The learner approves of reading or of what is learned through reading.
- 3.2 Preference for a value - Given alternative activities, the learner chooses to read.

Informal Assessment (continued)

3.3 Commitment to a value - The learner exhibits consistent behavior in reading and is dependent upon reading for recreation and information.

4.0 Organization - refers to comparing, relating and synthesizing values.

4.1 Conceptualization of a value - The learner conceptualizes reading as a value in relation to other conceptualized values.

4.2 Organization of a value system - The learner has a value system in which reading holds a recognized place.

5.0 Characterization by a value or value complex - refers to learner reading behavior which is pervasive, consistent and predictable.

5.1 Generalized set - The learner is completely devoted to reading as a value.

5.2 Characterization - The learner embodies the value of reading in an internally consistent manner. It becomes a definite part of his/her way of life.

Turn to the next page and complete the Informal Assessment of the Affective Domain Activity Sheet.

2.1 INFORMAL ASSESSMENT OF THE AFFECTIVE DOMAIN

ACTIVITY SHEET

Directions: The major categories of the affective domain with the subcategories are listed below. A sample assessment item is given for each subcategory beside the letter A. Beside the letter B, develop one assessment item for each subcategory which could measure student affectivity.* Be ready to share your assessment items with the total group.

AFFECTIVE BEHAVIORS	YES	NO	COMMENTS
1.0 Receiving			
1.1 Awareness			
A. Does the learner daydream during independent reading?			
B.			
1.2 Willingness to receive			
A. On occasion does the learner attend to a reading task?			
B.			
1.3 Selective attention			
A. Does the learner select a topic of interest to read during free periods?			
B.			
2.0 Responding			
2.1 Acquiescence in responding			
A. Does the learner read when requested to do so by the teacher?			
B.			
2.2 Willingness to respond			
A. Is the learner willing to share what he/she selects to read with others?			
B.			

*For additional information regarding the affective domain, turn to Appendix B.

Informal Assessment Activity Sheet (continued)

AFFECTIVE BEHAVIORS	YES	NO	COMMENTS
2.3 Satisfaction in response A. Does the learner exhibit an emotional response to reading (e.g., laugh, cry, become excited, etc.)? B.			
3.0 Valuing 3.1 Acceptance of a value A. Does the learner express what he/she learns through reading? B.			
3.2 Preference for a value A. Does the learner choose to read during unstructured activity time? B.			
3.3 Commitment to a value A. Does the learner demonstrate appreciation for good literature? B.			
4.0 Organization 4.1 Conceptualization of a value A. Has the learner exhibited positive reading behavior over an extended period of time? B.			
4.2 Organization of a value system A. Is there evidence that the learner modifies his/her behavior through reading? B.			

Informal Assessment Activity Sheet (continued)

AFFECTIVE BEHAVIORS	YES	NO	COMMENTS
5.0 Characterization by a value complex 5.1 Generalized set A. Does the learner consistently demonstrate self-reliance in independent reading activities? B. 5.2 Characterization A. Does the learner practice an objective approach to problem solving through reading? B.			

This activity was designed to stimulate your thinking as to the kinds of informal observations you can make about the learner's level of affectivity. It is hoped that you will develop additional assessment items for each category to ascertain the affective behavior of learners in terms of reading.

Since the affective domain is based upon a hierarchical structure, the learner will progress from receiving (the slowest level) to characterization by value (the highest level). Therefore, the level in the affective domain at which you perceive the learner to be functioning is the level at which you begin to work with the learner's affectivity toward reading.

Turn to the Self-Evaluation Record and check (✓) your progress for objective 2.1.

2.2 INFORMAL ASSESSMENT OF LEARNER INTERESTS

Having a knowledge of the level of affectivity of the learners is not the same as knowing their specific reading interests. To discover what individual learners prefer to read, it is necessary to survey their interests. These interest inventories are a means of obtaining information regarding special interests of learners. The information can be obtained through observation, interviews or questionnaires. Results of an interest inventory can be used to help learners develop reading tastes, stimulate recreational reading, and assist teachers in developing classroom activities based on learner interest.

If the teacher wishes to determine reading interests through observation, a wide variety of reading materials should be provided and an opportunity given for the learner to select what interests him/her. Another option is to introduce a book or story by reading part of it to the class. Then, set the book aside and observe who selects it.

If the interview technique is utilized, questions such as the following are asked orally and responses recorded:

(1) What kind of books do you like to read?
(2) What are your favorite hobbies?
(3) What do you like to do for fun?

If reading interests are surveyed via the questionnaire technique, several formats are available. The most common one is the open-ended questionnaire.

An adaptation of this technique is geared toward a particular type of story or unit of study. Note the example below developed by a teacher whose unit of study related to personal/social adjustment. To determine the interests of learners and guide them toward possible reading selections, the following questionnaire was utilized:

*QUESTIONNAIRE - PEOPLE AND THEIR FEELINGS

Name _____

Would you like to read a book about the following? Circle Yes or No.

1. Yes No A boy who feels he will not make the team not because he is not a good player but because he is black. (Little League Heros)

2. Yes No A girl who comes to school barefoot and gets into trouble before admitting her father is too poor to buy shoes. (A Matter of Pride)

:

20. Yes No A boy who learns to live in his blind world with the help of his guide dog. (Follow My Leader)

*Adapted from Burmeister (1974).

2.2 INFORMAL ASSESSMENT OF LEARNER INTERESTS

ACTIVITY SHEET

Directions: The inservice leader will assign the participants to small groups. Each group will select a topic and develop a scheme for assessing student interests on the topic. It may be observation, interview, questionnaire or a combination of the three. Share your scheme via transparency with the total group.

Topic:

When you have completed this activity, turn to the Self-Evaluation Record and check (√) your performance for objective 2.2.

TERMINAL OBJECTIVE: 2.0

Program for Improving Reading Achievement

Recreational Reading and Personal Development:
Inservice Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

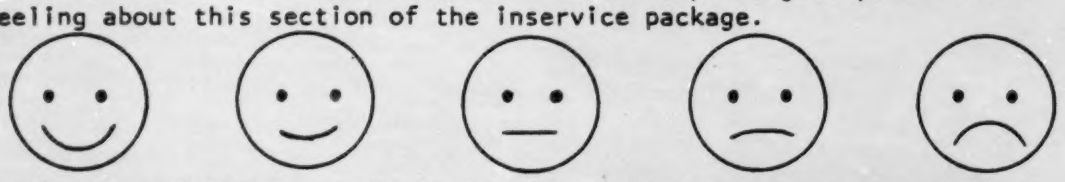
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

3.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

3.0 Design and perform instructional strategies for recreational reading and personal development.

3.1 After studying information on recreational reading and personal development, the participant will outline recreational reading and personal development activities using at least two different formats.

3.2 After designing recreational reading and personal development activities, the participants will perform one activity which they created.

3.1 INSTRUCTIONAL STRATEGIES

Once the teacher has informally assessed affective behavior and learner interests, it is recommended that the recreational reading and personal development skills be incorporated into the developmental reading program. The EC/LO: K-8 suggests inclusion of the following concepts:

RECREATIONAL READING

A. Reading as a Leisure Time Activity
   1. Independent Reading
   2. Sharing Reading Experiences
   3. Variety in Reading Interests

B. Dramatizations

C. Choral Reading

D. Aesthetic Reading

E. Creative Compositions with Illustrations

PERSONAL DEVELOPMENT

A. Expand Knowledge

B. Problem Solving

C. Apply Work Study Skill Independently

D. Oral Fluency and Expressions

E. Read to Answer Questions

These concepts may be included in the developmental reading program by:

1. Providing books which extend concepts.
2. Extending the reading material into other formats.
3. Providing read-by-yourself books.
4. Providing supplementary paperbacks centered around certain topics.
5. Providing a bibliography of correlated books. (Olson and Dillner, 1976)

In dealing with instructional strategies in this objective, the focus will be upon item (2) above; i.e., extending the reading material into other formats. Example formats could include:

1. Pantomiming a scene.
2. Designing a television commercial.
3. Retelling a story in poetry and vice versa.
4. Making up riddles about characters.
5. Making puppets for dramatization.
6. Making a collage of the scene.
7. Creating illustrations via different media.
8. Role playing an interview with a character.
9. Providing individual conferences with learner about the book or story.
10. Construct a map of the location of the reading selection. (Olson and Dillner, 1976)

3.1 INSTRUCTIONAL STRATEGIES

ACTIVITY SHEET

The inservice leader will assign small groups. Each group should choose a well-known selection at either an early childhood, middle childhood, or secondary level and describe how different formats could be utilized in developing the EC/LO concepts for recreational reading and personal development.

For the purpose of this activity, be sure to include an element of creative dramatics (pantomiming, role playing, interview, TV advertisement, etc.). Each group will report on the format they have devised and will also perform the dramatic component for the total group.

Indicate the EC/LO concept and the levels of the taxonomy for the affective domain which you expect to attain by the activities you develop.

Selection _____

Activity #1 _____

_____

EC/LO Concept: _____

Level of Affective Domain: _____

Activity #2 _____

_____

EC/LO Concept: _____

Level of Affective Domain: _____

Now, further develop one of these activities for presentation to the total group. Use the worksheet on the next page.

3.2 WORKSHEET

Directions: Use the space below to design the recreational reading and personal development activity which you will perform for the total group.

Turn to the Self-Evaluation Record and check (✓) your progress for objectives 3.1 and 3.2.

TERMINAL OBJECTIVE: 3.0

Program for Improving Reading Achievement

Recreational Reading and Personal Development:
Inservice Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

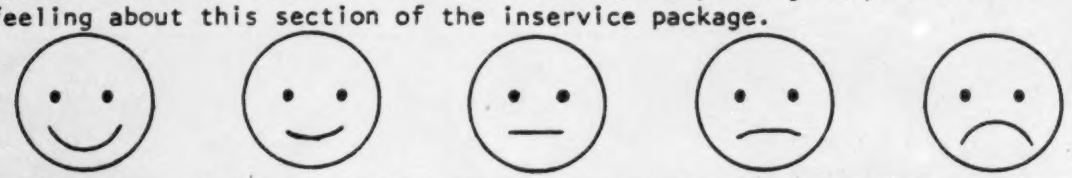
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

4.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

4.0 Evaluate teacher provisions for learner interests and affective involvement.

4.1 Given a teacher self-evaluation form, the participant will assess classroom provisions for learner interests and affective involvement by completing each item on the form.

4.1 TEACHER SELF-EVALUATION

Directions: Evaluate your concern for learner interest and learner affective involvement by checking (✓) Yes or No to the following questions:

	YES	NO
1. I know the EC/LO skills for recreational reading and personal development.		
2. I know the levels of the affective domain.		
3. I can assess learners based upon the affective domain.		
4. I can develop interest inventories utilizing a questionnaire technique.		
5. I provide instructional strategies for recreational reading and personal development through: a. dramatization		
6. b. choral reading		
7. c. problem solving		
8. d. creative compositions		
9. I provide books to learners to extend concepts.		
10. I extend reading material into other formats.		
11. I provide students with self-selection opportunities in reading.		
12. I provide a bibliography of correlated books to the reading material.		
13. I elicit student feedback regarding instructional activities.		

Check your responses with the feedback sheet on the following page.

4.1 TEACHER EVALUATION

FEEDBACK SHEET

A. If you answered YES to 12-13 items, HOORAY FOR YOU! You motivate your students and are concerned about their affective development.

B. If you answered YES to 9-11 items, SATISFACTORY PERFORMANCE! You are generally doing an adequate job in relating student attitudes, feelings, and interests to the reading program. There may be some areas in which you will want to improve.

C. If you answered YES to 8 or fewer items, EXAMINE YOUR PROGRAM! You may feel that the content you teach is more important than learners.

Turn to the Self-Evaluation Record and check (✓) your progress for objective 4.1.

TERMINAL OBJECTIVE: 4.0

Program for Improving Reading Achievement

Recreational Reading and Personal Development:
Inservice Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

SELF-EVALUATION RECORD

Name: _____ Package Title: _____

Directions: List under the headings below the tasks which you have completed in this workshop. This Self-Evaluation Record will act as a reference point to measure your progress during and at the end of the workshop. The numbers in the parenthesis refer to the workshop's terminal objectives and enabling objectives.

	Achieved	Date	Partially Achieved	Not Achieved
(1.0) Demonstrate a knowledge of recreational reading and personal development skills.				
(1.1) After studying definitions of recreational reading and personal development skills and examples of school/classroom practices, the participant will identify each skill represented by the practice with 75% mastery.				
(2.0) Synthesize informal test data for recreational reading and personal development at the classroom level.				
(2.1) After studying information on the taxonomy for the affective domain, the participant will develop one assessment item for each subcategory to determine the level of learner affectivity toward reading.				
(2.2) After studying information on assessing learner interests, the participant will develop one interest assessment scheme.				

Self-Evaluation Record - 2

	Achieved	Date	Partially Achieved	Not Achieved
(3.0) Design and perform instructional strategies for recreational reading and personal development.				
(3.1) After studying information on recreational reading and personal development, the participant will outline recreational reading and personal development activities using at least two different formats.				
(3.2) After designing recreational reading and personal development activities, the participants will perform one activity which they created.				
(4.0) Evaluate teacher provisions for learner interests and affective involvement.				
(4.1) Given a teacher self-evaluation form, the participant will assess classroom provisions for learner interests and affective involvement by completing each item on the form.				

WEST VIRGINIA DEPARTMENT OF EDUCATION

BUREAU OF LEARNING SYSTEMS

DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

M = Mastery

R = Recycle

R/M Q = Did & Wish to go Beyond

V = Did Not Participate

RECREATIONAL READING AND PERSONAL DEVELOPMENT:
INSERVICE MINI-PACKAGE FOR TEACHERS

EVALUATION - OBJECTIVE MASTERY CHART

Workshop Participants	TO - 1.0	TO - 2.0		TO - 3.0		TO - 4.0
	1.1	2.1	2.2	3.1	3.2	4.1

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APPENDIX A

RECREATIONAL READING AND PERSONAL DEVELOPMENT SKILLS - TRANSPARENCIES

THE TAXONOMY

AFFECTIVE DOMAIN

1.0 RECEIVING

- 1.1 AWARENESS
- 1.2 WILLINGNESS TO RECEIVE
- 1.3 SELECTIVE ATTENTION

2.0 RESPONDING

2.1 ACQUIESCENCE IN RESPONDING

2.2 WILLINGNESS TO RESPOND

2.3 SATISFACTION IN RESPONSE

3.0 VALUING

3.1 ACCEPTANCE OF A VALUE

3.2 PREFERENCE FOR A VALUE

3.3 COMMITMENT TO A VALUE

4.0 ORGANIZATION

4.1 CONCEPTUALIZATION OF A VALUE

4.2 ORGANIZATION OF A VALUE SYSTEM

5.0 CHARACTERIZATION BY A VALUE OR VALUE COMPLEX

5.1 GENERALIZED SET

5.2 CHARACTERIZATION

APPENDIX B

AFFECTIVE DOMAIN

AFFECTIVE DOMAIN

"How to Write Competencies and Learner Outcomes"

STEP 1: Select a learning activity and level of affective response. Next, choose a learning activity you have decided to use to achieve one of your cognitive (or psychomotor) objectives. Analyze the learning activity in terms of what level of affective response you hope the learning activity will elicit from the learner. Use the language of Krathwohl's affective taxonomy to indicate what level of response you have in mind. Make it a specific statement but nonbehavioral.

EXAMPLE: Related Cognitive Competencies: After completing outside readings or other learning alternatives about the life style of the American Indian, the learner will describe orally the home environment in which the American Indian lived. Criteria is open ended.

To achieve the above cognitive objective, you plan to have your learners construct a model of an American Indian village. Your related affective objective is: the learner will show a preference for participating in projects related to learning about the American Indian family. This statement is a competency.

STEP 2: Form statements in behavioral terms. Select a behavioral verb or verbs that can be used to infer the level of affective response specified in Step 1. In most cases several verbs should be used and more than one statement formulated. Write each statement.

EXAMPLE:
A. The learner will volunteer to construct a particular part of a model of an American Indian Village.
B. The learner will bring materials from home that can be used to construct a model of an American Indian village.

STEP 3: Add defined conditions. For each statement set up the conditions under which you can reasonably expect the behavior to occur. Write a description of these conditions into your statements made in Step 2. Remember there is nothing sacred about restricting the competencies or learner outcomes to one sentence.

EXAMPLE:
A. Given a list of three unit projects, the learner will volunteer to participate in at least one of the projects. One of the options will give the learner free choice within the content area being studied.
B. Without any teacher pressure, the learner will voluntarily bring materials from home that can be used in the construction of a model American Indian village.

STEP 4: Specify appropriate performance criteria. For each statement establish criteria that lead to making valid assessments about whether the learner has attained the learner outcome.

EXAMPLE:
A. Given a list of three unit projects, the learner will volunteer to participate in at least one of the projects. The learner will distribute participation over the duration of the unit.
B. Without any teacher pressure, the learner will bring materials from home that can be used to construct a model American Indian village. The predominant intent of the learner will be to contribute to the development of the project. Therefore, no grade credit will be awarded for participation. The learner will distribute his contributions over the duration of the unit. These statements are learner outcomes.

MAJOR CATEGORIES IN THE AFFECTIVE DOMAIN
(Krathwohl, 1964)

SOURCE: Gronlund, N. E. Measurement and Evaluation in teaching. New York: The MacMillan Company, 1971.

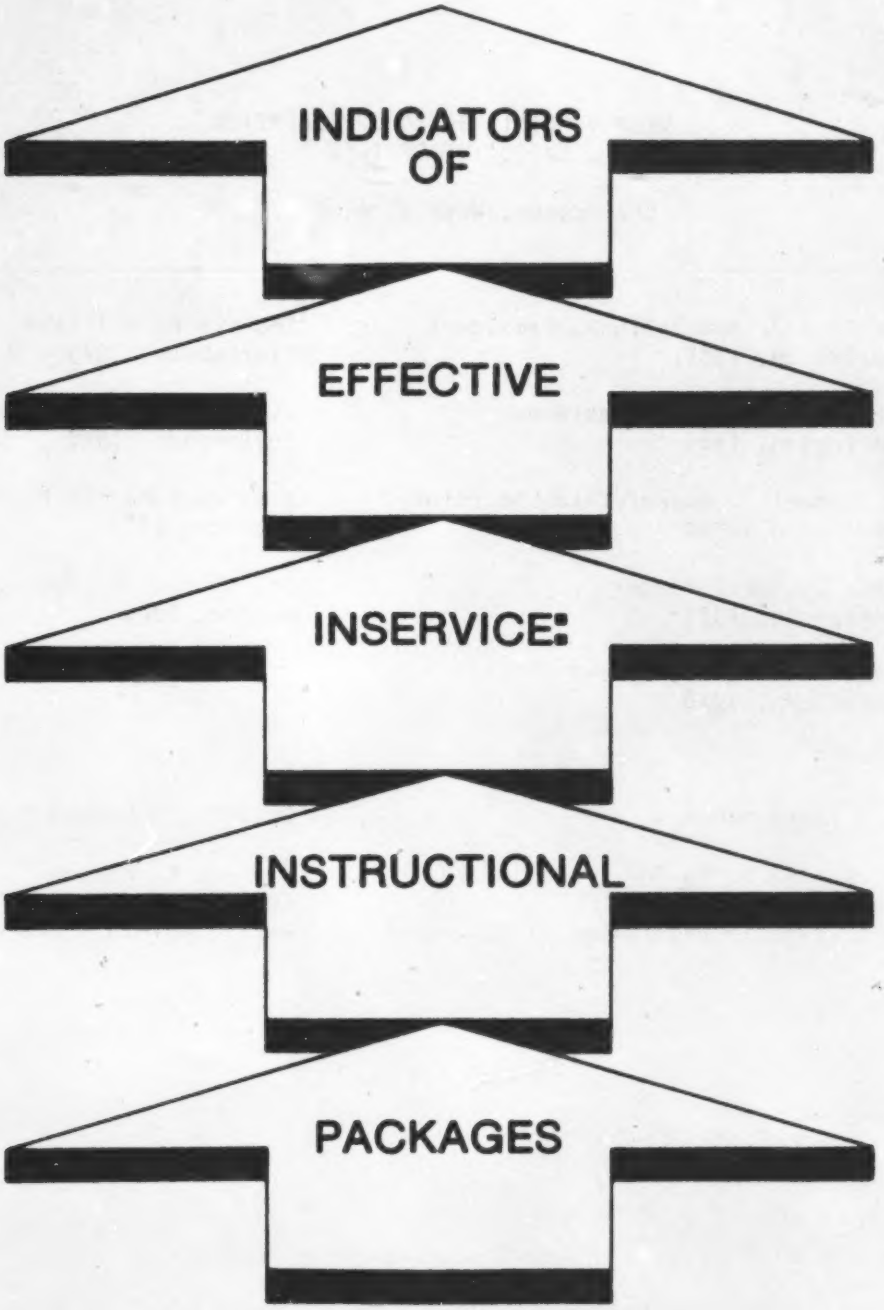
Descriptions of the Major Categories in the Affective Domain	Process Terms For Essential Competencies	Observable Behavior Terms For Learner Outcomes
1. Receiving. Receiving refers to the student's willingness to attend to particular phenomena or stimuli (classroom activities, textbook, music, etc.). From a teaching standpoint, it is concerned with getting, holding, and directing the student's attention. Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.	Listen attentively Show awareness of the importance of learning Show sensitivity to human needs and social problems Accept differences of race and culture Attend closely to the classroom activities	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses
2. Responding. Responding refers to active participation on the part of the student. At this level he not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under "interest"; that is, those that stress the seeking out and enjoyment of particular activities.	Complete assigned homework Obey school rules Participate in class discussion Complete laboratory work Volunteer for special tasks Show interest in subject Enjoy helping others	Answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
3. Valuing. Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the more simple acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.	Demonstrate belief in the democratic process Appreciate good literature (art or music) Appreciate the role of science (or other subjects) in everyday life Show concern for the welfare of others Demonstrate problem-solving attitude Demonstrate commitment to social improvement	Completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
4. Organization. Organization is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.	Recognize the need for balance between freedom and responsibility in a democracy Recognize the role of systematic planning in solving problems Accept responsibility for his own behavior Understand and accept his own strengths and limitations Formulate a life plan in harmony with his abilities, interests, and beliefs	Adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes
5. Characterization by a Value or Value Complex. At this level of the affective domain, the individual has a value system that has controlled his behavior for a sufficiently long time for him to have developed a characteristic "life style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.	Display safety consciousness Demonstrate self-reliance in working independently Practice cooperation in group activities Use objective approach in problem solving Demonstrate industry, punctuality and self-discipline Maintain good health habits	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies

APPENDIX C

INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

WEST VIRGINIA DEPARTMENT OF EDUCATION



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INDICATORS OF EFFECTIVE INSERVICE:
INSTRUCTIONAL PACKAGES

Currently teachers are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching necessitates that the generalities and platitudes of the past be replaced by precise description. This means that mere talk of progress be replaced with specific change. Therefore, inservice programs must be designed to meet the identified needs of professional educators rather than inservice programs that are externally prescribed. Consequently, the instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, organized, and planned with instructional materials and media to meet the needs and interests of participants.

Therefore, the major consequence criteria of inservice programs focus on the follow-up use of new curriculum materials and updated instructional skills by professional educators in the classroom and the effec of these changes in their performance and pupil learning.

The purpose of Indicators of Effective Inservice: Instructional Packages is to provide a guide to the development of inservice instructional packages that will facilitate and enhance the probability of the outcomes of inservice programs on teacher effectiveness and pupil learning.

Acknowledgement is given to the following individuals for their efforts and contributions to the design and development of Indicators of Effective Inservice: Instructional Packages:

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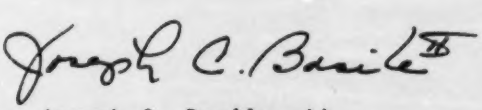

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INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

Directions: Please read the enclosed inservice instructional package. Then section by section indicate whether this package meets the effective indicators noted below by checking Yes, No, or Unclear in the space provided to the left of each indicator. Please respond to all the indicators.

Yes	No	Unclear	
			A. Organization, Layout, Format of the Inservice Package:
_____	_____	_____	1. The overall visual appearance of the instructional package is attractive.
_____	_____	_____	2. The typing format is clear and the type face is consistent throughout the package.
_____	_____	_____	3. The type face is legible.
_____	_____	_____	4. The instructional package is paginated from start to finish including appendices.
_____	_____	_____	5. The instructional package is bound to permit easy page flipping and will lie flat without pages flipping back and forth.
_____	_____	_____	6. The instructional package includes a cover sheet which reflects a visual theme consistent with the main intent of the package.
_____	_____	_____	7. The instructional package is visually pleasing to the participant, provides both verbal and visual presentations, and includes proper credits to contributors to the package.
_____	_____	_____	8. The instructional package includes an array of multi-media techniques and creative use of sequencing techniques and use of colors where appropriate.
_____	_____	_____	9. There is a logical and uncomplicated sequence to the materials so that the participant can work his/her way through without much difficulty.

Yes	No	Unclear	
_____	_____	_____	10. The instructional package includes an introductory visual which illustrates the sequence of the package.
_____	_____	_____	11. The instructional package has a table of contents including, where applicable, a list of tables and figures.
_____	_____	_____	12. The instructional package includes a bibliography.
_____	_____	_____	13. This instructional package is attractive and contains materials you (the evaluator) would be proud of developing.

B. Rationale of the Instructional Package:

_____	_____	_____	14. Has a clear statement of purpose that establishes set and relevance for the materials - the <u>why</u> of the materials.
_____	_____	_____	15. Is derived from a theory or theories, operational models, or viable practitioner experiences.
_____	_____	_____	16. Establishes the "gestalt" and shows the relationship between and among the components of the package or other packages.
_____	_____	_____	17. Identifies prerequisite competencies for completion of this package.
_____	_____	_____	18. Communicates the intent of the package by gearing the language level to the age and type of group.

C. Objectives of the Instructional Package:

_____	_____	_____	19. State precisely and clearly what the participant is expected to perform.
_____	_____	_____	20. State precisely and clearly the conditions under which the participant is expected to perform.
_____	_____	_____	21. State precisely and clearly how well the participant is expected to perform (criteria or standards).

Yes	No	Unclear	
____	____	____	22. Are identifiable as cognitive, performance, affective, and/or consequence.*
____	____	____	23. Consider whether the objectives for the participants provide for future consequences in the classroom.
____	____	____	24. Are achievable and relevant to the participant.
____	____	____	25. Are consistent, sequentially ordered, and lead to logical outcomes.

D. Preassessment of the Instructional Package:

____	____	____	26. Is diagnostic and guides the participant into the instruction or into the self-evaluation element.
____	____	____	27. Is the first decision point for the participant and serves as an advanced organizer for the materials that follow.
____	____	____	28. Creates positive motivation and encourages active participation for the materials that follow.
____	____	____	29. Contains item(s) related to each objective, is based on criterion levels, and is tied to content, attitudes, and performance.

*Cognitive objectives are objectives that address the knowledge and intellectual skills/abilities expected of participants.

Performance objectives are objectives that must be demonstrated by participants rather than merely possessing knowledge about them. Performance objectives are:

a. interactive: objectives performed with learners (e.g., questioning skills)
b. non-interactive: objectives performed not in the presence of learners (e.g., organization of materials for learning)

Consequence objectives are objectives that address the ability of participants to bring about changes in learners. These objectives focus on the results brought about by what a participant "knows" (cognitive) and "does" (performance) when performing a professional role.

Affective objectives are objectives that focus on the attitudes, interests, and values of the participant.

Yes	No	Unclear	
			E. Instruction of the Instructional Package:
____	____	____	30. Is personalized whenever possible so that the inservice instructional mode matches the learning style of the participant - thus, it is self-paced and adaptive to participant's needs.
____	____	____	31. Has criterion-referenced instruction.
____	____	____	32. Includes a variety of verbal and non-verbal techniques.
____	____	____	33. Is designed so that the inservice leader models the intent of the objectives to facilitate participant outcomes. ("Leader practices what is preached!")
____	____	____	34. Provides for psychological set, meaningful interactions, and closure.
____	____	____	35. Operationally defines the vocabulary essential for utilization of the materials.
____	____	____	36. Includes learning activities that are meaningful to the participants.
____	____	____	37. Is humanistic through the utilization of alternative activities or instructional modes for participants.
____	____	____	38. Considers a time frame for accomplishment.
____	____	____	39. Provides positive reinforcement and acceptance of participant ideas.
			F. Self-Evaluation of the Instructional Package:
____	____	____	40. Is participant-oriented and participant-completed.
____	____	____	41. Tells the participant if he/she needs further instruction and on which objectives.
____	____	____	42. Is an individual progress report which culminates in a decision of mastery or non-mastery.
____	____	____	43. Measures the instructional package objectives and tells the participant what needs to be accomplished before going on to evaluation.

Yes	No	Unclear	
			G. Evaluation of the Instructional Package:
_____	_____	_____	44. Is a collaborative venture between the leader and participant and results in objective data. These data are used to assess the reliability, validity, and achievement of the instructional package objectives.
_____	_____	_____	45. Provides evidence to indicate the participant performance in terms of the criterion level of the objectives.
_____	_____	_____	46. Reflects attitudes of the participant toward the leader's instructional effectiveness, the inservice instructional package, and the inservice instructional climate.
_____	_____	_____	47. Is humanistic since the results are used to foster continuous progress toward enriching the participant's professional development and <u>not</u> to rank or compare participants against each other.

Overall reactions to the inservice package _____

_____

_____

_____

_____